

Handout 1: Fact or Fiction?

Here are some statements about the legal system in the United States. Which ones are facts?
Which ones are fiction?

1.	The law protects everybody equally.	Fact	Fiction	?
2.	Students like me don't have any influence on the law.	Fact	Fiction	?
3.	The main job of police officers is to arrest people.	Fact	Fiction	?
4.	Judges are allowed to change laws.	Fact	Fiction	?
5.	Citizens have the right to free speech no matter what.	Fact	Fiction	?
6.	Prisons help keep the streets safer.	Fact	Fiction	?
7.	The only reason to sue somebody for money is greed.	Fact	Fiction	?
8.	The Constitution protects the same people today as it did when it was first written.	Fact	Fiction	?
9.	People in every country are entitled to protection of their human rights, no matter where they live.	Fact	Fiction	?
10.	The media gives us an accurate picture of crime and law enforcement.	Fact	Fiction	?
11.	The U.S. legal system promotes justice.	Fact	Fiction	?

Handout 2: Disaster Simulation

THE SCENARIO

You are the only known survivors of a nuclear holocaust. This classroom is your fallout shelter—you will die if you leave this area. Your task for the next hour is simple: to survive.

The only way to survive is to consume 10 resources, or “Blips,” by the end of the simulation. Blips (representing food, water, shelter, medicine, etc.) are in sealed plastic bags and hidden all around the “fallout shelter.” Resources are consumed, of course, by eating them (if you don’t like Blips, you may “consume” them by throwing them in the garbage). Each of you will start out with a random number of Blips. You may save your Blips to consume until the end, or eat them right away.

Here’s the catch: As the simulation progresses, you will be given Chance Cards that will alter your situation in some way—sometimes negative, sometimes positive. It is **ESSENTIAL** that you follow the directions **EXACTLY AS THEY ARE WRITTEN** on the cards. **DO NOT CHEAT**. The first person to see a card must take it. Cards should only be used once and then put away.

GOAL

Consume 10 Blips.

Obey the directions on the Chance Cards.

Follow the rules for this simulation.

DIRECTIONS

1. **YOU MUST BUY INTO THE SIMULATION. FOLLOW THESE INSTRUCTIONS.**
2. Do not try to figure out the purpose of the simulation as you go. Just do it.
3. No one exists except for you and the other students in this course for the duration of the simulation. Politely ignore everyone else.
4. That includes me. Even when I hand you a Chance Card, I do not exist.
5. Do not follow me around; do not run away from me.
6. Do not make up your own cards; do not make up your own rules.
7. When I hold up both my arms, stop what you are doing.
8. The simulation will take most of the class session to complete. I will tell you when the simulation is over.

Handout 3: Unit 1 Overview

What makes laws necessary? How do laws provide or prevent access to power? In what ways can everyday people shape the rules and laws under which they live?

Throughout history, people and societies have developed common rules and laws. In this unit, you will explore concepts and topics that are the foundations of the U.S. legal system—knowledge that is necessary for success in a range of law-related careers. You will learn about the United States Constitution and the three branches of government, as well as how rules and laws are created, enforced, and interpreted. You will also analyze how changes can be made to existing structures in society and the legal system through legislation, court cases, constitutional amendments, and civic action. You'll explore how the three strands of law, law enforcement, and advocacy intersect. Your work in this unit will be based on the following framing questions:

- *Why do people create laws?*
- *How and why is power divided in the U.S. legal system?*
- *How and why has the concept of “we the people” changed over time?*
- *What processes can be used to uphold or change laws?*
- *What are the roles of professionals and youth in maintaining the rule of law?*

Understandings

- People create laws to protect the rights of individuals and to address the needs of a society.
- The branches of the U.S. government were designed to separate and balance the powers of creating, enforcing, and interpreting the law.
- The concept of “we the people” has expanded over time as a result of struggles to achieve equity and justice in a democratic society.
- Constitutions state society's ideals, but it often takes advocacy, protest, court cases, legislation, and constitutional amendments to bring these ideals to life.
- Professionals as well as youth and other members of the public play a vital role in making, enforcing, and interpreting rules and laws.

Unit Project

Drawing on your understanding of how and why laws and rules are created and changed, you will write an open letter to someone who controls school policy. An *open letter* can be written to an individual or a group and can be publicly distributed. People write open letters for a number of reasons, for example, to express an opinion about a particular issue, to criticize someone's actions, or to prompt the recipient to take action. In this case, you will decide what rule or policy should be changed or preserved, conduct research to support your arguments, and write a letter to someone involved in making the rules in your school community.

In This Unit You Will . . .

Identify your own views of law and explore what life would be like without rules. Respond to images of law and consider where your perceptions and opinions come from. Participate in a disaster scenario and analyze social contract theories to determine why and how people choose to live under the rule of law.

Consider the relationship between rights, rules, and power. Explore the purpose and content of the Bill of Rights and identify where and how specific rights are protected. Identify the purposes behind the rules in your school community and consider how balance is achieved between individual rights and social order.

Compare the legal structure of the United States to the legal structure within your school community. Learn how the U.S. Constitution was designed to divide and balance power between the branches of government. Compare the people who make, enforce, and interpret laws in the U.S. government to the people who serve the same purpose in your school.

Learn about strategies for change. Explore how the U.S. legal system has evolved through amendments, the courts, and civic action. Use this knowledge to understand what role youth or students can play in contributing to school rules and policies.

Identify careers and individuals who make, enforce, and interpret laws. Research different ways that individuals are working in the U.S. legal system and the different paths they took to prepare for these careers. Consider your own work style and career interests.

Assess your own working style and experiences on teams. Consider how you like to work and what role you like to play on a team. Explore what role teamwork plays at school and in the workplace and how teams can best work together to achieve common goals.

Career Portfolio

You will create or complete the following items to keep in your Career Portfolio:

- Compass Points handout
- Letter to a staff member at your school
- People and Careers Profiles (3)
- Skills self-assessments
- Unit exam
- Journals (4)

Vocabulary Used in This Unit

Amendment: An addition to a written constitution passed by the legislature and, in some cases, ratified by the people.

Anarchy: Absence of government; a state of lawlessness.

Checks and balances: A division of power in the structure of government allowing each branch to restrain the power of another branch.

Civil disobedience: Nonviolent resistance or collective refusal to obey a law or policy.

Codify: To turn unwritten rules into a set of written rules or laws.

Constitution: A written document articulating the purpose, structure, powers, and limitations of a government.

Dissent: To publicly disagree with a law or government decision, sometimes through protest or civil disobedience.

Executive branch: The branch of government charged with executing and enforcing the law and administering government.

Judicial branch: The branch of government charged with interpreting the law.

Judicial review: The power of the courts to determine whether a law or government action is constitutional.

Legislative branch: The branch of government charged with passing, amending, and repealing laws.

Natural rights: Rights that each person is born with; rights that are not granted by a government or ruler.

Negative rights: Those that prevent someone from doing something that would deprive him or her of a right; rules that prevent the state from depriving individuals of a liberty, such as freedom of speech.

Positive rights: Those that require action or initiative to ensure that a right is protected; rules that require the state to provide individuals with a benefit, such as the right to housing.

Precedent: A previous court decision that provides a legal standard for courts to use when deciding cases.

Rule of law: A system in which individuals and the government are regulated by law rather than arbitrary actions by persons or government leaders.

Social contract: A voluntary agreement among members of an organized society that defines and limits the rights and responsibilities of its members.

State of nature: A term used by philosophers to describe the condition of humanity before the formation of states or nations.

Unit 1 Journal Assignments

Respond to these journal questions as assigned.

Journal 1

Do you always follow rules? Why or why not? Do you ever disobey or question a rule? What things do you consider when you decide whether to follow or question a rule?

Journal 2

Would you rather be part of making, enforcing, or interpreting laws? Why?

Journal 3

Do you think there should be checks and balances in the way that rules are made, interpreted, and enforced in schools? Why or why not?

Journal 4

Think about the careers you have learned about in this unit. If you pursue a career in the legal or criminal justice systems or in advocacy, which role do you think would most empower you to make changes in or contribute to our legal system? Why?

Handout 4:

Unit 1 Project Description

Have you ever thought about . . . why and how rules and laws are created? Who has the power to create, enforce, and interpret rules and laws? What professional role in the U.S. legal system you might be interested in pursuing? How, as a student, you can influence rules in your school community? What empowers you to take action?

During this unit, you will write an open letter to someone who controls school policy at your school. In this letter, you will either propose at least one way that the rules for your school community could be changed, or recommend how and why a rule that has been called into question should be maintained. You will consider how your proposal promotes justice, protects students' rights, or addresses the needs of the school community. You will identify some ways in which rules and policies are made, interpreted, and enforced in your school community. You will conduct research on your topic in order to support your position and write a persuasive letter.

Step 1: Explore perceptions of school rules and policies.

Reflect on rules or policies at your school that generate issues or questions for you. Interview students and teachers about their personal experiences with and perceptions of school rules and policies. Ask interviewees what they think about the issues or questions you raised.

Step 2: Write a position statement on your chosen school rule.

- *Option 1:* Select one school rule or policy that you would like to change in order to promote justice or more equally represent student voices.
- *Option 2:* Identify a rule that's being questioned or is in danger of being eliminated, that you would like to keep.

Look through your anecdotal data (the preliminary interviews you conducted) for arguments that support your position.

Step 3: Conduct research.

Begin conducting research by interviewing one or two school or district personnel who are involved with creating, interpreting, or enforcing the rule or policy you have chosen to address. Gather additional evidence by conducting Internet research. Explore information that supports or challenges your arguments, and decide whether to rewrite your position.

Step 4: Write an open letter to a person or people within your school's legal structure who have control over school policy.

Design a persuasive argument with supporting evidence to provide organization for your letter. Decide whether your letter should be addressed to someone who creates, enforces, or interprets the rules, then draft a letter making your case. Revise your letter after receiving teacher feedback. Send your letter to the person or people you have chosen. Determine if or how you want to disseminate your letter more broadly, for example, to a blog or the school paper.

Step 5: Reflect on your work in this unit.

Reflect on your work in this unit by responding to the following questions:

- How did your research advance your thinking or change your opinion about the rule you chose to address?
- Did your thoughts about the unit framing questions and unit understandings change over the course of the unit? Why or why not?
- What careers did you learn about? Which ones do you think contribute most to bringing the ideals of the Constitution to life? Why?
- What questions did this unit raise for you? What additional information would you like to know?

Handout 5: Unit 1 Assessment Checklist

Use this checklist to note the criteria on which you will be assessed during the unit. Refer to Part E: Open Letter to help you plan and assess your unit project. Make sure that you include all the requirements. Your teacher will use this checklist to help evaluate your work.

Requirements	Percentage of Total Grade	Comments
A. Class Discussions and Participation	%	
Student demonstrates a willingness to share his or her thinking with others.	%	
Student listens to and considers the ideas of others.	%	
Student's attendance, completion of assignments, and engagement with class activities demonstrate a commitment to achieving group goals.	%	
Total	%	
B. Journals	%	
Responses answer all components of the question asked.	%	
Responses are complete with no missing entries.	%	
Responses illustrate concepts and ideas addressed in class or in readings.	%	
Responses demonstrate reflection and application of ideas to real-world situations and challenges.	%	
Total	%	

Requirements	Percentage of Total Grade	Comments
C. Codes of Law Analysis	%	
Student's interpretation of the code of law is accurate.	%	
Student explains clearly the law's connection to a community value.	%	
Analysis includes a clear position on the appropriate balance between the individual and the community.	%	
Total	%	
D. Persuasion Map	%	
Map includes:		
• A clear position to be argued	%	
• Three supporting arguments	%	
• Evidence supporting each argument	%	
• A completed research record	%	
Map shows an understanding of:		
• The elements of effective persuasive arguments	%	
• Different types of evidence	%	
• Criteria used to determine the credibility of a Web site	%	
Total	%	

Requirements	Percentage of Total Grade	Comments
E. Open Letter	%	
Open letter includes:		
<ul style="list-style-type: none"> A clear description of the change being requested (or rule to be maintained) 	%	
<ul style="list-style-type: none"> Three arguments supported by evidence 	%	
Letter identifies the way in which the rule or policy promotes justice and an equal balance of power.	%	
Letter meets established class criteria for effective composition, including grammar, sentence structure, spelling, and organization.	%	
Total	%	
F. Unit Exam	%	
Student responses demonstrate:		
<ul style="list-style-type: none"> An accurate understanding of vocabulary and course content 	%	
<ul style="list-style-type: none"> The ability to apply course content to new ideas and questions 	%	
Total	%	

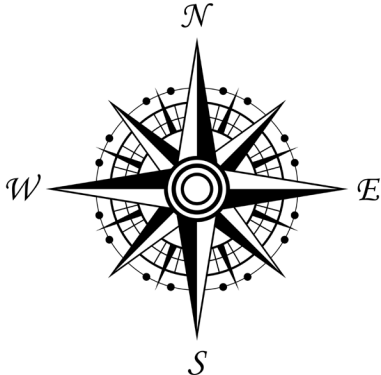
Handout 6: Teamwork Guidelines

1. Team members understand why they are working together and what they need from one another to be successful.
2. Team members meet regularly to work together.
3. Team members understand their responsibilities in accomplishing their goal.
4. Team members are aware of using specific strategies for successfully working in groups.
5. Team members take time to reflect on how well they are functioning as a team.

From *An Overview of Cooperative Learning* by Roger T. Johnson and David W. Johnson.



Handout 7: Compass Points

	<p>North</p> <p><i>Acting—"Let's do it," likes to take action, try things, plunge in</i></p>	
<p>West</p> <p><i>Paying attention to detail—likes to know the who, what, when, where and why before acting</i></p>		<p>East</p> <p><i>Speculating—likes to look at the big picture and the possibilities before acting</i></p>
	<p>South</p> <p><i>Caring—likes to know that everyone's feelings have been taken into consideration and that their voices have been heard before acting</i></p>	

From National School Reform Faculty, Harmony Education Center

Handout 8: Rights Scenarios

Scenario 1

Cara attends a crowded morning assembly at school. She yells "Fire!" during a pause in the principal's announcements. Panicking, students begin to rush toward the exits. Several students are injured in the stampede. Cara is suspended from school.

Follow-up after discussion:

- What if rather than yelling "Fire!" Cara had chanted political slogans?
- What if she had yelled obscenities?

Scenario 2

Joe is sent home for wearing a T-shirt with a racial slur written on it. The school has a strict dress code prohibiting "offensive" slogans on clothing.

Follow-up after discussion:

- What if the student was wearing a shirt that said "Co-ed Naked Basketball" or sported a picture that teachers believed was "vulgar and inappropriate"?
- What if a student wore a colored ribbon to assert his or her support for or opposition to a war?

Scenario 3

The school principal receives a tip from a student that Jennifer has ibuprofen in her backpack and has given some to a friend. According to school policy, students must turn in all medications to be stored in the nurse's office or health center. Jennifer is strip-searched after her backpack is found to contain no contraband.

Follow-up after discussion:

- What if school officials had been told that Jennifer's bag contained a small bottle of whiskey?
- What if the tip had said she had a gun or a bomb?

Scenario 4

A Muslim woman wearing a headscarf, or hijab, is denied entry into a courtroom to contest a speeding ticket unless she removes her headscarf. Since she is unable to contest the ticket, she must pay the fine of \$168.

Follow-up after discussion:

- What if the woman wearing the headscarf had permitted courtroom staff to conduct a search of her person?
- What if a nun were allowed to wear her habit (a Christian religious garment) in a courtroom without being searched?

Handout 9: Excerpts from the U.S. Constitution

Members of the Constitutional Convention signed the U.S. Constitution in September 1787, after months of debate. The Constitution was eventually ratified and the new federal government came into existence in 1789. The Constitution includes a Preamble, several original articles, and amendments. The articles of the Constitution explain how the three branches of government work, how the federal and state government work together, and how the Constitution can be amended. The first 10 amendments are collectively known as the Bill of Rights.

Preamble to the U.S. Constitution

"We the people of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."

The Bill of Rights

Amendment I

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."

Amendment II

"A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed."

Amendment III

"No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law."

Amendment IV

"The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized."

Amendment V

"No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation."

Amendment VI

"In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense."

Amendment VII

"In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law."

Amendment VIII

"Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted."

Amendment IX

"The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people."

Amendment X

"The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people."

Source: The National Archives. The Charter of Freedom: The Bill of Rights.

Handout 10: Where Are My Rights?

Basic Right	Support in the Constitution
Freedom of speech and press	First Amendment: "Congress shall make no law . . . abridging the freedom of speech, or of the press . . . "
Freedom of assembly	First Amendment: "Congress shall make no law . . . abridging the freedom of the people peaceably to assemble . . . "
Freedom of religion	First Amendment: "Congress shall make no law respecting an establishment of religion <i>or prohibiting the free exercise thereof</i> . . . "
No endorsement of one religion over others	First Amendment: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof . . . "
Right to bear arms	Second Amendment: "A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed."
Right to privacy	Implied by the Fourth Amendment , which states: "The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated . . . "
Right to an attorney	Sixth Amendment: "In all criminal prosecutions, the accused shall have the assistance of counsel for his defense."
Right to remain silent	Fifth Amendment: "No person shall be compelled, in any criminal case, to be a witness against himself."

Right to trial by jury	<p>Sixth Amendment: "In all <i>criminal</i> prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury . . . "</p> <p>Seventh Amendment: "In Suits at common law [that is, civil cases], where the amount in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved."</p>
No cruel and unusual punishment	Eighth Amendment: "Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted."
No double jeopardy	Fifth Amendment: "Nor shall any person be subject for the same offense to be twice put in jeopardy of life and limb . . . "
Right to education	Nothing in the federal constitution <i>requires</i> states to provide residents with an education.
Right to vote	<p>The right to vote is <i>not</i> expressly protected by the Constitution. The framers left it up to the states to decide who would be allowed to vote for president and members of the House of Representatives.</p> <p>However, several amendments prohibit states from restricting the right to vote on the basis of race, gender, and age:</p> <p>Fifteenth Amendment: "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State <i>on account of race, color, or previous condition of servitude.</i>"</p> <p>Nineteenth Amendment: "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State <i>on account of sex.</i>"</p> <p>Twenty-Sixth Amendment: "The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State <i>on account of age.</i>"</p>

Handout 11: People and Careers Profile: Chief Justice, Supreme Court of California



Quick Profile

Name: Tani Cantil-Sakauye

Profession: Judge

Location: San Francisco, California

Education: B.A. University of California, Davis; J.D. University of California, Davis; Martin Luther King Jr. School of Law

Former jobs: Deputy district attorney; legal staff member in the governor's office; municipal and superior court judge, Sacramento County; appellate district judge, Court of Appeal

Brief Bio

Tani Cantil-Sakauye was born and raised in Sacramento, California. She became interested in attending law school while attending Sacramento City College, where she joined the speech and debate team. Members of the team encouraged her to study law. She graduated with honors from the University of California at Davis and spent time after graduation visiting the Philippines, where her family is originally from. After earning her law degree in 1984, Cantil-Sakauye began her career as a criminal prosecutor in Sacramento. In 1990, she was appointed to Sacramento Municipal Court as the youngest judge to sit on the bench. Since then, she has spent more than 20 years as a judge in California's trial and appellate courts. In 1997, she founded and presided over the first court dedicated solely to domestic violence. Cantil-Sakauye has received numerous awards throughout her career, and is the first Asian American and the second woman to serve as Chief Justice of the Supreme Court of California.

Job Description

As Chief Justice, Tani Cantil-Sakauye presides over the state's highest court. The state Supreme Court reviews cases that deal with important statewide legal issues, as well as all death penalty cases. Chief Justice Cantil-Sakauye and six Associate Justices decide which cases from the lower courts to accept for review. The Chief Justice is also manager of the Supreme Court's building and the overall operations of the Court.

In order to do her work each day, the Chief Justice says she needs to listen, focus and concentrate, as well as to "enthusiastically and attentively self-start and self-initiate each task." She also emphasizes the need to be able to read large amounts of information, to communicate clearly, both verbally and in writing, and to summarize key points. She also helps the Court's members work together and get along. When describing the most rewarding aspects of this job, Cantil-Sakauye describes "the dedicated, smart, and passionate people, the opportunity to be part of the solution, and working for such an important branch of government."

Personal Facts

Cantil-Sakauye worked as a waitress to help pay her way through college and law school. She made more in tips than she did in her entire first year as a lawyer. She and her husband, Mark, a retired police lieutenant, have two daughters.

People and Careers Reflection Questions

1. What preparation (school, work, and personal) did this person have for this career?
2. Do you think you would enjoy having this career? Why or why not?
3. What connections do you see between the content and skills that you are learning now and the work this person does? Explain.
4. What questions do you have, or what more do you want to know about this career?

Handout 12: California Education Code: Truancy

48260. (a) Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the schoolday without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district . . .

48293. (a) Any parent, guardian, or other person having control or charge of any pupil who fails to comply with this chapter, unless excused or exempted therefrom, is guilty of an infraction . . .

—From *California Education Code*

1. To *whom* does the law apply?
2. *What* action is forbidden?
3. Under what circumstances (or *when*) is this law applied?

Handout 13: Codes of Law Analysis

Reading A: Hammurabi's Code (excerpts)

Codes of Law

1. *If fire break out in a house, and someone who comes to put it out cast his eye upon the property of the owner of the house, and take the property of the master of the house, he shall be thrown into that self-same fire.*
2. *If a man take a wife, and she be seized by disease, if he then desire to take a second wife he shall not put away his wife, who has been attacked by disease, but he shall keep her in the house which he has built and support her so long as she lives.*
3. *If a son strike his father, his hands shall be hewn off.*

From *The Code of Hammurabi*, c. 1780 BCE, as translated by L.W. King

Background Information

King Hammurabi, the sixth king of the first Babylonian Dynasty, is known for developing one of the first written codes of law. (Babylonia was located in ancient Mesopotamia, present-day Iraq.) The laws survived over the ages because they were inscribed on a very large black stone *stèle* (monument). Hammurabi wrote that he was chosen by the gods to deliver the laws to his people. Today, many of the 282 laws may seem unfair, but having them written down was a great help to the Babylonian civilization. The well-known expression "An eye for an eye; a tooth for a tooth" was originally one of the laws in the Code of Hammurabi, translated as, "If a man puts out the eye of an equal, his eye shall be put out. If a man knocks the teeth out of another man, his own teeth will be knocked out." King Hammurabi lived more than 4,000 years ago, circa 1795–1750 B.C.E.

Source: *The Code of Hammurabi: Introduction*, Charles F. Horne (1915), Yale University

Placing the Codes of Law in Historical Context	Connecting to the Reading
When were the codes of law written? How long ago?	What is your first impression of the codes of law?
Where was this document created?	Do the ideas in the codes of law challenge your beliefs or attitudes? Explain.

Reading B: Salic Law (excerpts)

Codes of Law

1. *If any one steal a sucking pig, and it be proved against him, he shall be sentenced to 120 denars, which make three shillings.*
2. *If any person strike another on the head so that the brain appears, and the three bones which lie above the brain shall project, he shall be sentenced to 1200 denars, which make 30 shillings. But if it shall have been between the ribs or in the stomach, so that the wound appears and reaches to the entrails, he shall be sentenced to 1200 denars—which make 30 shillings—besides five shillings for the physician's pay.*
3. *If any one, man or woman, shall have called a woman harlot, and shall not have been able to prove it, he shall be sentenced to 1800 denars, which make 45 shillings.*
4. *But of Salic land no portion of the inheritance shall come to a woman: but the whole inheritance of the land shall come to the male sex.*

From Law of the Salian Franks, *Medieval Sourcebook*

Background Information

Salic law was a body of medieval law during the sixth century of the Salian Franks and other Germanic tribes. This law is pre-Christian. It was originally passed down through oral language and then eventually written down in Latin. Many consider Salic law to be an ancestor of current systems of law in a number of countries in Europe.

Placing the Codes of Law in Historical Context	Connecting to the Reading
When were the codes of law written? How long ago?	What is your first impression of the codes of law?
Where was this document created?	Do the ideas in the codes of law challenge your beliefs or attitudes? Explain.

Reading C: Plymouth Colony (excerpts)

Codes of Law

1. *That whatsoever servant or apprentice or laborer that shall steal his Master's goods shall make double restitution either by payment or servitude . . . for the first default, and for the second default of the laborer either to find sureties [someone willing to pay] or be whipped.*
2. *That whoever shall kill a Wolf [and] make it [sufficient] known to the [Governor] or some assistant shall have four bushels of Corn . . .*
3. *That such as either drink [until] drunk in their [persons] or suffer any to drink [until] drunk in their houses be enquired into amongst other misdemeanors [and] accordingly punished or fined or both by the [discretion] of the bench.*

Adapted from *The Plymouth Colony Archive Project:
Court Records, Laws, and 17th Century Text*

Background Information

Plymouth Colony was founded in 1620 by settlers who were fleeing religious persecution in England. The legal code they established combined their religious beliefs and English common law. Some crimes, such as murder, treason, witchcraft, arson, adultery, and even cursing at one's parents, were punishable by death. However, the death sentence was rarely carried out.

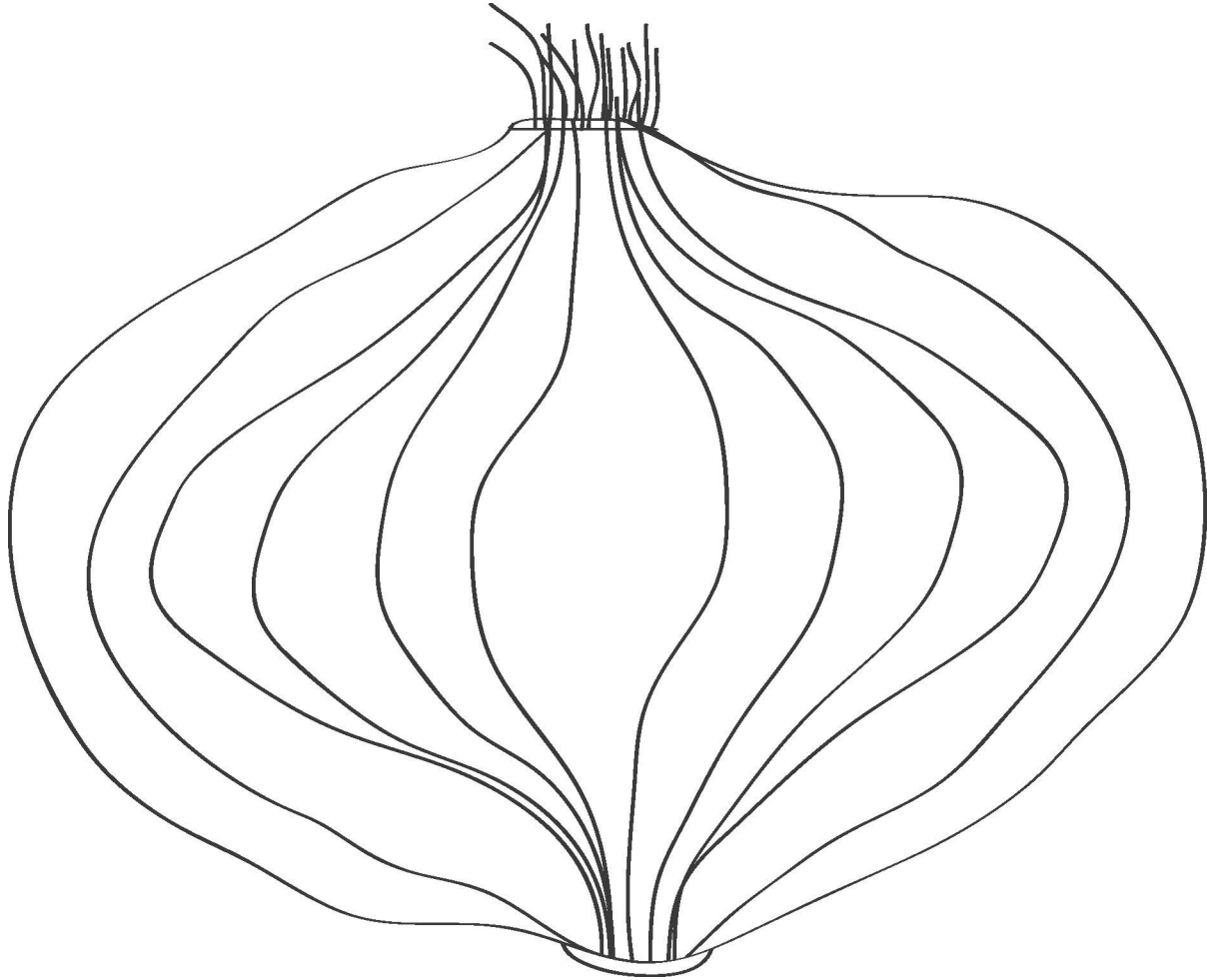
The laws were first published in 1636 and were revised periodically until the Plymouth Colony became part of the Massachusetts Bay Colony in 1691. The legal code included some practical innovations that have survived to this day as part of American law, such as the establishment of a registry of deeds, the adoption of inheritance rules, and the first statement in the colonies of the right of the people to have representative government.

Placing the Codes of Law in Historical Context	Connecting to the Reading
When were the codes of law written? How long ago?	What is your first impression of the codes of law?
Where was this document created?	Do the ideas in the codes of law challenge your beliefs or attitudes? Explain.

Analyze the Codes of Law

Rule	What is the rule (in your own words)?	What value(s) does this rule represent?	In this rule, is the individual or the community more important?
1.			
2.			
3.			

Handout 14: Who Makes the Rules?



Handout 15:
Analyzing School Rules

What's the rule?	Why is this a rule?	What value does this rule represent?	In this rule, is the individual or the community more important?	I agree/disagree with this rule, for these reason(s) . . .
1. Students may not bring anything that may be used as a weapon to school.				
2. Students may not access social networking sites during school hours.				
3. Missing school to participate in a political protest will result in an unexcused absence.				
4. All students must participate in a moment of silence at the beginning of school.				

5. All students must stand for the Pledge of Allegiance.				
6. Students may not wear attire with images or statements that promote alcohol or drugs.				
7. Students may not access Web sites with lesbian, gay, or bisexual content during school hours or on school equipment.				
8. Students may not have access to junk food—foods that are high in fat and calories—during the school day.				
9. Students are required to go through metal detectors when entering the school building.				

Handout 16:

The Executive Branch

The executive branch of the government is responsible for *enforcing the law*. In general, this is done through executive branch agencies created and funded by the legislature. Laws that create executive agencies and define their powers are called *enabling legislation*, because they *enable* the agency to take action. There are many different ways in which executive agencies implement and enforce laws.

For example:

- Passing regulations to provide further guidance on the law
- Investigating violations of the law
- Bringing criminal or civil complaints in court against violators of the law

Federal Government

As stated in Article I, Section 1, of the U.S. Constitution, “The executive Power shall be vested in a President of the United States of America.” The president of the United States heads the executive branch of the federal government and is assisted by the vice president (who also serves as president of the Senate), heads of departments known as the president’s Cabinet, and the heads of independent agencies. Under the Constitution, the president appoints Cabinet members and heads of federal agencies with the “advice and consent” of the Senate, which must vote to confirm these appointments. The chief law enforcement officer of the United States is the attorney general, who heads the Department of Justice.

Federal departments are generally subdivided into smaller agencies, bureaus, divisions, and services with specific functions. Here are two examples:

Department of the Treasury

- Internal Revenue Service
- Bureau of Printing and Engraving
- Bureau of Public Debt
- The U.S. Mint

Department of Homeland Security

- Transportation Security Administration
- Immigration & Customs Enforcement
- Federal Emergency Management Agency
- U.S. Secret Service

State Government

The executive branch of state government is headed by a governor, who is assisted by a lieutenant governor. Like the president, governors have a cabinet made up of secretaries who assist the governor in the implementation of laws and policies in different areas of state government, such as education, elder affairs, public safety, and the environment.

Local Government

The structure of local (or municipal) government varies around the country. The executive branch of most cities is generally headed by a mayor; counties are generally headed by a county executive; and smaller municipalities are generally headed by a town manager.

The Executive Branch

Federal Government	State Government	Local Government
President	Governor	Mayor
Vice president	Governor's cabinet	City attorney
Cabinet members: Secretary of State; Secretary of Defense; Secretary of the Treasury; Attorney General; and Secretaries of the Interior, Agriculture, Commerce, Labor, Health and Human Services, Housing and Urban Development, Transportation, Energy, Education, Veteran's Affairs, and Homeland Security	Secretary of State	City controller
	State Controller	<i>Departments:</i> Police, fire, building and safety, recreation and parks, housing authority, human services, public library, environmental affairs, and city planning
	State Treasurer	
	State Attorney General	
	State agencies	
Cabinet-level officers: White House Chief of Staff, Director of the Office of Management and Budget, Administrator of the Environmental Protection Agency, Trade Representative, Ambassador to the United Nations, and Chairperson of the Council of Economic Advisors	<i>Administrative offices</i> such as, administrative law, criminal justice planning, education, emergency services, energy, environment, labor, military, and social services	
Federal Bureau of Investigation		
Armed forces		
Federal agencies: Environmental Protection Agency; Office of Management and Budget		

Handout 17:

Peelian Principles and Models for Policing

Peelian Principles

The nine principles listed here were created by Sir Robert Peel, a government official in the early 1800s in England. During the Industrial Revolution, a time when the city of London doubled in size, Peel created the world's first full-time uniformed police force.

Principle 1:

"The basic mission for which the police exist is to prevent crime and disorder."

Principle 2:

"The ability of the police to perform their duties is dependent upon public approval of police actions."

Principle 3:

"Police must secure the willing co-operation of the public in voluntary observance of the law to be able to secure and maintain the respect of the public."

Principle 4:

"The degree of co-operation of the public that can be secured diminishes proportionately to the necessity of the use of physical force."

Principle 5:

"Police seek and preserve public favour not by catering to the public opinion but by constantly demonstrating absolute impartial service to the law."

Principle 6:

"Police use physical force to the extent necessary to secure observance of the law or to restore order only when the exercise of persuasion, advice and warning is found to be insufficient."

Principle 7:

"Police, at all times, should maintain a relationship with the public that gives reality to the historic tradition that the police are the public and the public are the police; the police being only members of the public who are paid to give full-time attention to duties which are incumbent on every citizen in the interests of community welfare and existence."

Principle 8:

"Police should always direct their action strictly towards their functions and never appear to usurp the powers of the judiciary."

Principle 9:

"The test of police efficiency is the absence of crime and disorder, not the visible evidence of police action in dealing with it."

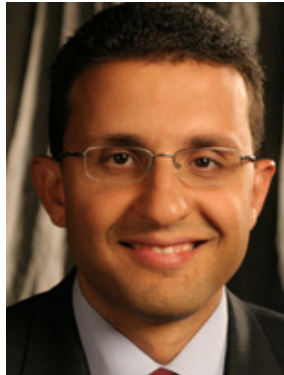
Models for Policing

The growth of cities in the United States during the mid-1800s led to the creation of a police force that built on Peel's concept of policing. The early 20th century saw a move to adopt a professional model to address the prevailing corruption and connection between policing and politics. Models of policing continue to evolve.

The following table outlines some of the differences between professional and community models for policing.

Professional Policing Model	Community Policing Model
<ul style="list-style-type: none"> • The separation of policing from politics. • Reduced emphasis on the social-service function of police, with limited resources and strategies directed toward crime control. • Limits placed on police discretion; emphasis placed on following guidelines and respecting the authority of the law. • Centralized, bureaucratic police departments. • The promotion of a certain distance between police officers and citizens, also the result of increased use of automobile patrols as opposed to foot patrols. 	<ul style="list-style-type: none"> • Although professionalism is still valued, it is tempered by recognition that police serve the community and its citizens, as well as the ideal of the law. • Decentralized, less bureaucratic police departments, allowing more authority and discretion to rest in the hands of police officers. • Recognition that crime control is only one function of law enforcement, to be accompanied by crime prevention and the provision of social services. • A more connected relationship between police and citizens, which comes from understanding that police officers can only do so much to fight crime; ultimately, they need the cooperation of the community to be successful.

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Handout 18:**People and Careers Profile: Federal Bureau of Investigation (FBI) Special Agent****Quick Profile****Name:** Hesham ElGamiel**Profession:** Field intelligence agent and linguist**Location:** Los Angeles, California, Field Office**Education:** Criminal justice degree**Former jobs:** U.S. Air Force security and police officer**Brief Bio**

Hesham ElGamiel is a native Egyptian and immigrated to the United States at the age of 15. He attended both high school and college in Southern California; as an undergraduate student, ElGamiel was accepted into the FBI Honors Internship Program. He later went on to graduate with honors in the field of applied criminal justice. After several jobs and a career change, ElGamiel joined the Federal Bureau of Investigation in 2000. He regularly speaks to groups and community forums about working for the FBI. Since joining the FBI, he has received several awards for Outstanding Service and Leadership.

Job Description

ElGamiel explains that “[t]here really is no typical day. You may begin by checking e-mails, following up on urgent issues, and addressing routine matters; paperwork, reports and such. After that, the day really begins. Sometimes I’ll talk to people, document interviews, conduct computer-based information searches . . .

“I also have the opportunity to contribute to the FBI’s outreach efforts by educating our general Special Agent population. I provide lectures and training about Middle Eastern religious and cultural topics as well as the community’s concerns and goals.

“The best thing about my job is the opportunity to go out and talk to people in the community. I enjoy connecting with them and trying to help them within my capacity as an FBI Special Agent. I also like the travel opportunities that occasionally come up.

“Terrorism is obviously what I try to prevent on a daily basis, because of the tremendous damage it does to America as well as to the Arab American and Muslim community. The individuals who commit these acts and falsely claim to be devout Muslims or Christians are greatly misguided. I feel that it is my role and my duty, given my background and skills, to prevent any and all types of terrorism.”

Personal Facts

ElGamiel is still in contact with several of his fellow interns from the FBI internship program. His translation skills allowed him to work on actual cases while still in college. His wife helps him think of ideas for reaching out to the community.

People and Careers Reflection Questions

1. What preparation (school, work, and personal) did this person have for this career?
2. Do you think you would enjoy having this career? Why or why not?
3. What connections do you see between the content and skills that you are learning now and the work this person does? Explain.
4. What questions do you have, or what more do you want to know about this career?

Handout 19:

The Enforcement of School Rules and Regulations

Part I. National Center for Education Statistics:
School Survey on Crime and Safety

**Table 4. Percentage of Students Ages 12–18 Reporting Perceptions
of School Rule Fairness and Enforcement at School,
by Selected Student and School Characteristics
School Year 2006–07**

Student or school characteristic	Everyone knows what the school rules are		School rules are fair		Punishment for rule breaking is consistent		School rules are strictly enforced		Punishment is known if rules are broken	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
Total	91.5	8.5	88.9	11.1	83.3	16.7	85.4	14.6	85.9	14.1
Sex										
Male	91.1	8.9	89.0	11.0	85.1	14.9	86.0	14.0	84.9	15.1
Female	92.0	8.0	88.8	11.2	81.5	18.5	84.8	15.2	86.8	13.2
Urbanicity ²										
Urban	91.0	9.0	88.4	11.6	83.7	16.3	83.2	16.8	84.7	15.3
Suburban	91.4	8.6	89.9	10.1	84.7	15.3	87.3	12.7	86.8	13.2
Rural	92.9	7.1	86.6	13.4	78.6	21.4	83.4	16.6	84.8	15.2

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2007.

Discussion Questions

- What stands out to you in the statistical table?
- What, if anything, surprised you?
- Why do you think the government collects this type of information about schools?

Part 2

Safety with Dignity Report

This 2009 report examines six New York City public schools that are successfully maintaining safety while simultaneously promoting a nurturing school environment. Read the following excerpts:

Only educators patrol the hallways and enforce school discipline rules. This way few students ever come in contact with law enforcement officials and the criminal justice system. (p. 17)

[M]inor disciplinary infractions, such as disorderly conduct, trespass, harassment, loitering, profanity, and tardiness should be handled exclusively by schools officials. . . . The responsibilities of [School Safety Agents] should be limited to enforcing the penal law and not school discipline matters. (p. 44)

Urban Academy has established a different approach. It has just one fundamental rule: No personal attacks. . . . Over time, students have taken ownership of this school norm, and have an active role in its enforcement. (p. 36)

Source: *Safety with Dignity: Alternatives to the Over-Policing of Schools*. Published July 2009 by the New York Civil Liberties Union, the Annenberg Institute for School Reform at Brown University, and Make the Road New York. Available online at www.annenberginstitute.org/pdf/Safety_Report.pdf.

Approaches to School Safety in America's Largest Cities Report

In 1999, the Vera Institute of Justice prepared this report to share methods that cities and states around the country were using to ensure school safety. Read the following excerpt:

Every city we studied used school security officers, although their precise responsibilities vary. New York City has by far the largest number of school safety agents: 3,400 agents for a student population of approximately 1.1 million. Chicago, with the next-largest force, has 600 school security officers for 431,000 students. In Houston and Los Angeles, these officers are armed and have the power of arrest; in New York, the officers are not armed but do have the power of arrest; in Philadelphia, officers are unarmed and can detain but not arrest students; and in Chicago they are unarmed and do not have the power of arrest. The effectiveness of security staff appears to depend not on their precise responsibilities, but on how fully integrated into the school structure officers are and the extent to which they have trusting relationships with students and staff.

Discussion Questions

- What do these excerpts from two reports tell you about how rules have been enforced in schools?
- How would you compare the different approaches to enforcing school rules described in these excerpts?

Handout 20: Judicial Powers

The judicial branch of government is responsible for *interpreting the law*. Judges must interpret the law when resolving criminal and civil cases brought to court. When deciding cases, judges look closely at both the text and the legislative intent of laws, as well as earlier cases with the same or similar facts, known as *precedents*.

Federal Courts

The Supreme Court of the United States is the highest court in the nation and the only court expressly created by the Constitution. The framers of the Constitution left it to Congress to create additional federal courts. Congress has used this power to create the federal court system, which includes *district courts*, which are trial courts where most federal court cases begin, and *appellate courts*, which can review the decisions made by district courts if the losing party files an appeal. Parties that lose their case in the court of appeals can petition the U.S. Supreme Court to review their case. However, the Supreme Court has a great deal of *discretion* (choice) over which cases it takes, and most cases do not make it to the high court.

During the debate over ratification of the Constitution, Alexander Hamilton, James Madison, and John Jay published a series of essays supporting ratification, known as *The Federalist Papers*. In *The Federalist No. 78*, Hamilton famously wrote that the judicial branch of the new national government would be “the least dangerous branch.” Unlike the executive and legislative branches, he argued, courts have “no influence over either the sword or the purse,” meaning they cannot control the military or the federal budget. Instead, the purpose of the courts was to interpret the law and ensure that all state and federal laws complied with the Constitution.

The power to review laws for constitutionality and strike down those that conflict with the Constitution is known as *judicial review*. This power was first asserted by the Supreme Court in 1803 in the landmark decision *Marbury v. Madison*. In his ruling, Chief Justice John Marshall declared that the U.S. Constitution was “the fundamental and paramount law of the nation” and that “an act of the legislature repugnant to the constitution is void.”

Federal courts have *jurisdiction* over almost all types of federal cases, both civil and criminal. They hear cases involving the constitution, laws and treaties of the United States, disputes between two or more states, bankruptcy, and admiralty law (also called maritime law or law of the sea).

State Courts

In addition to the federal judiciary, every state in the country has its own *state court system*, which handles a wide range of legal issues, including criminal cases, juvenile delinquency, traffic infractions, divorce and child custody, real estate, contract disputes, and personal injury claims. Some states also allow for the creation of *municipal courts* or *community courts*, which have limited jurisdiction over specified violations of state law and/or municipal ordinances, such as traffic infractions, parking violations, and criminal misdemeanors.

Handout 21:

Safford Unified School District v. Redding

Majority Opinion of the Court
submitted by Justice Souter
June 25, 2009

Facts of the Case

"The events immediately prior to the search in question began in 13-year-old Savana Redding's math class at Safford Middle School one October day in 2003. The assistant principal of the school, Kerry Wilson, came into the room and asked Savana to go to his office. There, he showed her a day planner, unzipped and open flat on his desk, in which there were several knives, lighters, a permanent marker, and a cigarette. Wilson asked Savana whether the planner was hers; she said it was, but that a few days before she had lent it to her friend, Marissa Glines. Savana stated that none of the items in the planner belonged to her. Wilson then showed Savana four white prescription-strength ibuprofen 400-mg pills, and one over-the-counter blue naproxen 200-mg pill, all used for pain and inflammation but banned under school rules without advance permission. He asked Savana if she knew anything about the pills. Savana answered that she did not. Wilson then told Savana that he had received a report that she was giving these pills to fellow students; Savana denied it and agreed to let Wilson search her belongings. Helen Romero, an administrative assistant, came into the office, and together with Wilson they searched Savana's backpack, finding nothing.

"At that point, Wilson instructed Romero to take Savana to the school nurse's office to search her clothes for pills. Romero and the nurse, Peggy Schwallier, asked Savana to remove her jacket, socks, and shoes, leaving her in stretch pants and a T-shirt (both without pockets), which she was then asked to remove. Finally, Savana was told to pull her bra out and to the side and shake it, and to pull out the elastic on her underpants, thus exposing her breasts and pelvic area to some degree. No pills were found." (Marshall-Brennan Constitutional Literacy Project, *Handout 3: Case Excerpt of Safford v. Redding*, 2009, pp. 17–18)

Issue

Does the Fourth Amendment prohibit school officials from strip-searching students suspected of possessing drugs in violation of school policy?

Holding

"The majority held that the search of Ms. Redding's outer garments and her bookbag was not a violation of the Fourth Amendment. The Court applied the test from *New Jersey v. T.L.O.* and held that although the assistant principal may have had a reasonable suspicion of wrongdoing to justify a search of Ms. Redding's outer garments and bookbag, the strip search was not reasonably related in scope to the circumstances that justified a search." (Marshall-Brennan Constitutional Literacy Project, *Handout 4: Case Review of Safford v. Redding*, 2009, p. 23)

Discussion Questions

1. How is this case similar to the case of *New Jersey v. T.L.O.*?
2. How is it different?
3. Why might the outcome of the first case affect the outcome of the second?
4. In what ways are students' rights protected in these two cases? In what ways are they not protected?

Handout 22:

A Student Voice in School Rules

Safety With Dignity Report (2009)—Excerpts

Restorative Justice Model: The Successful Schools use alternative approaches to address disciplinary problems. Most of them have either formally or informally embraced conflict-resolution programs, also known as fairness committees, which are based on restorative methods of handling discipline issues.

The restorative justice model is a dispute-resolution tool that focuses on providing opportunities for all sides of a dispute, victims and offenders alike, to become involved in defining the harm and devising remedies. The philosophy emphasizes an analysis of the harm done by particular actions and involves the impacted communities in repairing the harm. (Positive Alternatives to Excessive Discipline, p. 18)

(p. 24) **Progress High School:** At Progress High School, students are involved in the development and revision of the code of conduct. An annual revision process allows the school to change or eliminate rules that are not working, improve on and learn from those that are, and add new items as needed. This system does away with outdated or irrelevant policies and actively engages students in improving their school environment. The school community works on the revisions each summer with the goal of ensuring fairness for all parties.

The first step in revising the code of conduct is community involvement. Suggestions are gathered from student government and leadership programs and from teacher and student retreats. In addition, administrators and teachers gather information through informal interactions with students and parents.

The second step is ensuring that the revisions are fair, uniform, understandable, sensible and flexible. Flexibility allows teachers and administrators to take a holistic view of discipline and work with students to correct behavior problems. Assistant Principal for Guidance Jorge Arias said, "Like everything in life, you have to look at the individual. . . . It's not a black-and-white type thing; sometimes there's a little shade of gray, and we have to look at the individual and see, make sure we're being fair in all senses of the word."

(p. 28) **Careers in Sports High School:** Students have a meaningful voice at Careers in Sports. Principal Lepore frequently meets with members of the student government. There is regular, formalized communication between students and staff. Each grade has a town hall meeting once a week with a team of teachers, aides and administrators.

Recently, the students successfully advocated for a liberalization of the school's dress code. "We had certain policies in place when it came to dress codes in the past that were very antagonistic, and the kids felt as if their voices weren't heard," said Lepore, a U.S. Navy veteran. "Many of them would cut the detention [which followed a dress code violation], so it led to suspensions and we realized this wasn't going to work. So we were willing to make changes at that time and we'll continue to make changes that create an environment that works for everybody."

Handout 23: The Three Branches of Government

The legislative branch *makes* the law.



The Capitol Building, which houses Congress

In our system of representative democracy, voters elect representatives who pass, repeal, or amend laws (also called *statutes*). The legislative branch of the federal government is called Congress and is made up of the House of Representatives and the Senate. Legislation can also create executive branch agencies to enforce the law. Each of the 50 states also has its own legislature, which passes state statutes.

Example: In 1970, Congress passed the Clean Air Act to reduce pollution and improve our air quality. That same year, Congress created a new federal agency called the Environmental Protection Agency (EPA) to enforce this and other environmental laws, such as the Clean Water Act.

The executive branch *enforces* the law.



President Obama with members of his Cabinet in 2010

The president is the chief executive of the federal government and commander in chief of the military. The president's Cabinet includes heads of all the executive branch agencies, such as the Departments of State, Commerce, Agriculture, and Defense. Executive agencies enforce the law by issuing regulations, investigating alleged violations of the law, imposing fines, and bringing civil and criminal cases in court. Governors are the chief executives of the 50 states. Mayors or town managers are generally chief executives of cities and towns.

Example: After receiving formal input from the public, the Environmental Protection Agency (EPA) issues air-quality standards to regulate emissions of hazardous pollutants, as called for by the Clean Air Act. The agency enforces the law through investigations, fines, and civil and criminal cases against alleged polluters.

The judicial branch *interprets* the law.



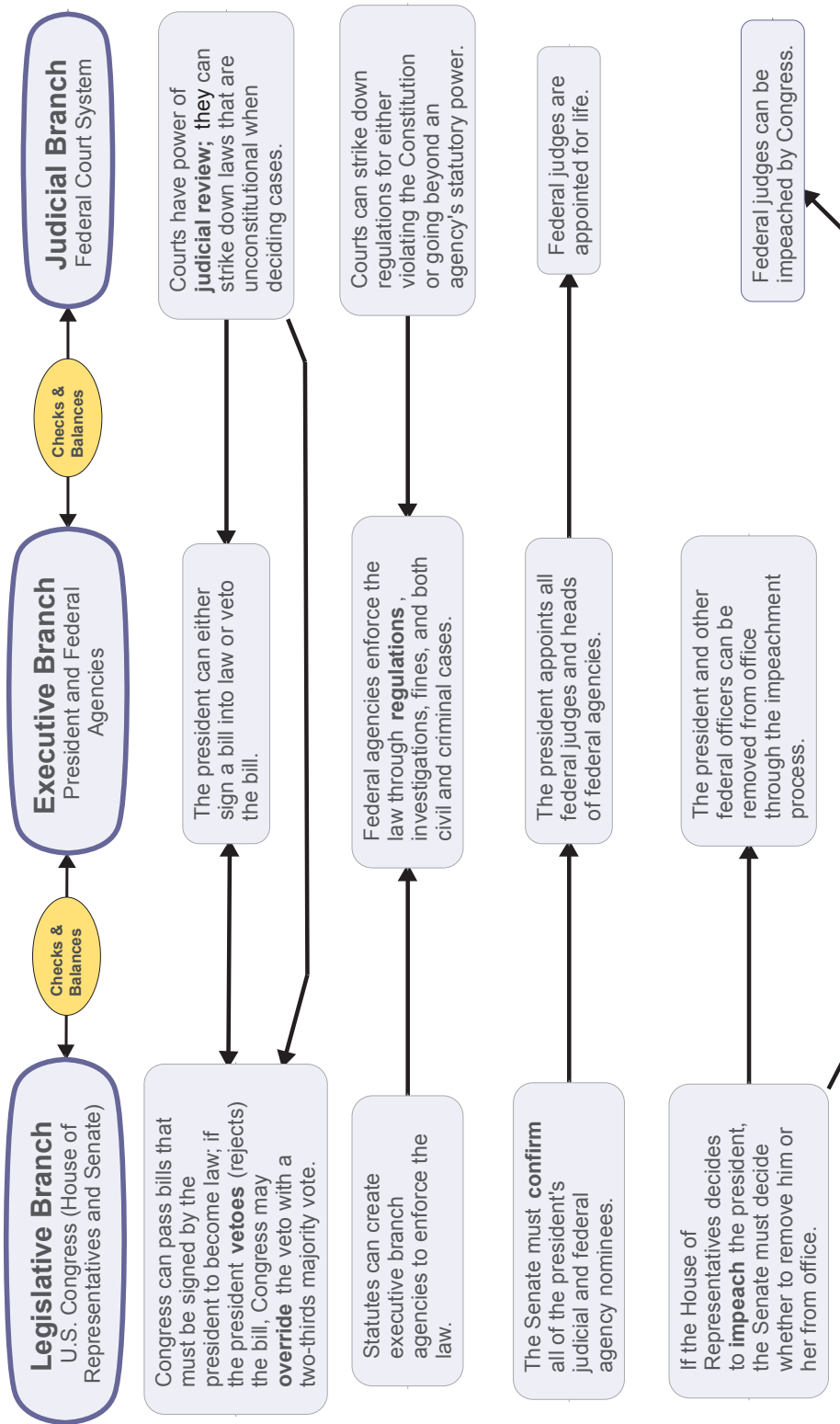
Chamber of the United States Supreme Court

The judicial branch is made up of trial courts and appellate courts that resolve disputes between individuals and corporations. (Appellate courts review the judgments of lower courts.) In deciding cases, judges have to interpret the law and can also strike down laws, regulations, and government actions that are unconstitutional. There is a federal judicial system as well as 50 state judicial systems. The highest federal court is the U.S. Supreme Court, which has nine justices. All federal judges are nominated by the president, but the appointment must be confirmed by a two-thirds majority of the Senate.

Example: Working with the Department of Justice, the EPA brings a civil lawsuit against a company that it believes is violating the Clean Air Act. The government will have to prove its case at trial. Whoever loses at trial can appeal the decision to an appellate court and possibly the Supreme Court. The courts will have to interpret the Clean Water Act and EPA regulations and ensure that both comply with the U.S. Constitution.

Handout 24: Checks and Balances Chart

The separation of powers is not absolute. Each branch of government is dependent on the other two to function. The system of checks and balances is designed to prevent any individual branch from becoming more powerful than the others. The chart below shows some of the ways that one branch can check the power of the other two. Do you think all three branches are equal in power?



Handout 25: Balance of Power Scenarios

Read each scenario and determine whether your assigned branch of government—legislative, executive, or judicial—is responsible for taking action. If your government branch is not responsible, think about how it might *check* the power of the branch taking action.

- A. The Transportation Security Agency (TSA) issues new regulations authorizing federal security agents at airports to randomly strip-search (in private) any person without cause or reasonable suspicion.
- B. To reduce childhood obesity, the Food and Drug Administration (FDA), a federal agency, issues new regulations banning the sale of unhealthy food, such as French fries and flavored milk, in schools.
- C. In response to a new terrorist organization based in Canada, agents from the Federal Bureau of Investigation (FBI) detain and interrogate thousands of Canadians travelling or studying in the United States.
- D. Congress passes a new federal law that greatly increases criminal and civil penalties for human trafficking.
- E. The president announces the appointment of a new Secretary of Defense.
- F. Congress passes a law stating that all states receiving federal education funding must require high school students to pass a new Test of National Education Standards before they graduate.

Handout 26: Defining “We the People”

Read “Who Were We the People?” and then answer the following questions.

1. What were the weaknesses of the Articles of Confederation?
2. Who were the framers of the Constitution? What type of people did they represent?
3. Who was included in “we the people”? Did it vary? Why do you think that was the case?
4. What did certain individuals do to challenge policies and laws?

Handout 27:

State Voting Requirements

Voting in California

You may vote in the state of California if you meet the following requirements:

1. You are a United States citizen.
2. You are a resident of California.
3. You are at least 18 years of age.
4. You are not in prison or on parole for a felony conviction.
5. You have not been judged by a court to be mentally incompetent.

Facts About Felon Disenfranchisement

- In the United States, 48 states currently limit voting rights on the basis of a felony conviction, but states exhibit large variation concerning the length of their bar on voting.
- State laws range from indefinite disenfranchisement that extends beyond completion of any criminal sentence to no disenfranchisement whatsoever.
- Only Maine and Vermont currently allow all people convicted of felonies to vote, including those serving time in prison.
- At the other extreme, 13 states disenfranchise some or all ex-felons (people who have completed a sentence for a felony conviction).

Any time voting rights are limited for or denied to a specific group, questions arise about whether such limits amount to discrimination. While many other democratic countries limit the rights of convicted felons, U.S. law limits these rights to a much greater degree than the international norm.

Handout 28: Voting Rights Timeline

Use the following strategies to preview the timeline:

- Identify when the timeline begins and ends.
- Circle items that you are familiar with.
- Review the boldface headings. What type of information do they give you?
- As you preview the headings, underline items that surprised you.
- Examine the photographs. How do you think the photographs relate to the events in the timeline?

1776	Americans declare their independence Declaration of Independence asserts that “governments derive their just power from the consent of the governed.”
1787	No federal voting standard—states decide who can vote U.S. Constitution is adopted. Because there is no agreement on a national standard for voting rights, states are given the power to regulate their own voting laws. Voting is limited primarily to white male owners of property.
1789	First U.S. President elected George Washington is elected president. Only <i>6 percent of the U.S. population</i> can vote.
1790	Citizen = White Naturalization Act of 1790 passes, explicitly stating that only “free white” immigrants can become naturalized citizens.
1848	Activists for ending slavery and women’s rights join together Woman’s Rights Convention is held in Seneca Falls, New York. Frederick Douglass, a newspaper editor and former slave, attends the event and gives a speech supporting universal voting rights. His speech helps convince the convention to adopt a resolution calling for voting rights for women.
1848	Citizenship granted, but challenges to voting remain The Treaty of Guadalupe-Hidalgo ends the Mexican-American War and guarantees U.S. citizenship to Mexicans living in the territories conquered by the United States. However, English language requirements and violent intimidation keep most new citizens from exercising their voting rights.
1856	Vote expanded to all white men North Carolina is the last state to remove property ownership as a requirement to vote.

1866	<p>Movements unite and divide</p> <p>Women's rights activists Elizabeth C. Stanton and Susan B. Anthony form an organization for white and black women and men dedicated to the goal of universal voting rights. The organization later divides and regroups over disagreements on strategies to gain the vote for women and African Americans.</p>
1868	<p>Former slaves granted citizenship</p> <p>Fourteenth Amendment to the U.S. Constitution passes. Citizenship is defined and granted to former slaves. Voters, however, are explicitly defined as male. Although the amendment forbids states from denying any rights of citizenship, voting regulation is still left in the hands of the states.</p>
1870	<p>Vote cannot be denied because of race, explicitly—so other discriminatory tactics are used</p> <p>Fifteenth Amendment passes, stating that the right to vote cannot be denied by the federal or state governments based on race. However, soon after, some states begin to enact measures such as voting taxes and literacy tests that restrict the actual ability of African Americans to register to vote. Violence and other intimidation tactics are also used.</p>
1872	<p>Women try to vote</p> <p>Susan B. Anthony is arrested and brought to trial in Rochester, New York, for attempting to vote in the presidential election. The same year, Sojourner Truth, a former slave and advocate for justice and equality, attempts to vote at a polling place in Battle Creek, Michigan, but she is refused.</p>
1876	<p>Indigenous people cannot vote</p> <p>The Supreme Court rules that Native Americans are not citizens as defined by the Fourteenth Amendment and, thus, cannot vote.</p>
1882	<p>Chinese people cannot vote</p> <p>A federal law called the Chinese Exclusion Act bars people of Chinese ancestry from naturalizing to become U.S. citizens.</p>
1887	<p>Assimilation = Right to vote</p> <p>Federal Dawes Act passes, granting citizenship to Native Americans who give up their tribal affiliations.</p>
1890	<p>State grants voting rights to women</p> <p>Wyoming is admitted to statehood and becomes first state to include the right of women to vote in its constitution.</p>

1890	<p>Indigenous people must apply for citizenship</p> <p>The Indian Naturalization Act grants citizenship to Native Americans whose applications are approved—similar to the process of immigrant naturalization.</p>
1897	<p>Mexicans determined eligible for citizenship</p> <p>Ricardo Rodriguez successfully appeals after his application for citizenship is denied. Mexicans are determined to be eligible as they cannot be classified as Indian.</p>
1909	<p>Lebanese and Syrians judged to be “white persons” and eligible for citizenship</p> <p>George Shishim—a legal U.S. immigrant who was born in Lebanon and is now a police officer—arrests the son of a well-known Los Angeles lawyer. The arrested man claims that because Shishim is not “white,” Shishim cannot legally arrest anyone. The Superior Court of Los Angeles allows that Shishim is white and accepts his application for citizenship on the day of this ruling.</p>
1912–13	<p>March!</p> <p>Women lead voting rights marches through New York State and Washington, D.C.</p>
1919	<p>Military service = Citizenship for Native Americans</p> <p>Native Americans who served in the military during World War I are granted U.S. citizenship.</p>
1920	<p>Right to vote extended to women</p> <p>Nineteenth Amendment passes, giving women the right to vote in both state and federal elections.</p>
1922	<p>Asian ≠ White ≠ Citizen</p> <p>Supreme Court rules that people of Japanese heritage are ineligible to become naturalized citizens. In the next year, the court finds that Asian Indians are also not eligible to naturalize.</p>
1922	<p>Cable Act defines women’s right to maintain citizenship</p> <p>Congress passes a law stating that a woman will not lose her citizenship upon marriage to a foreigner as long as her husband is eligible for naturalization (which excludes Chinese, Japanese, and Filipino men).</p>
1924	<p>Again, citizenship granted but voting denied</p> <p>The Indian Citizenship Act grants citizenship to Native Americans, but many states, nonetheless, make laws and policies that prohibit Native Americans from voting.</p>
1925	<p>Military service = Citizenship for Filipinos</p> <p>Congress bars Filipinos from U.S. citizenship unless they have served three years in the Navy.</p>

1926	<p>State violence used to prevent people from exercising their right to vote</p> <p>While attempting to register to vote in Birmingham, Alabama, a group of African American women are beaten by election officials.</p>
1947	<p>Legal barriers to Native American voting removed</p> <p>Miguel Trujillo, a Native American and former Marine, sues New Mexico for not allowing him to vote. He wins, and New Mexico and Arizona are required to give the vote to all Native Americans.</p>
1952	<p>Asian American = Citizen</p> <p>The McCarran-Walter Act grants all people of Asian ancestry the right to become citizens.</p>
1961	<p>Washington, D.C., gets the vote</p> <p>Twenty-Third Amendment passes, giving citizens of Washington, D.C., the right to vote for U.S. president. But the district's residents—most of whom are African American—still do not have voting representation in Congress. Instead, they have one non-voting delegate.</p>
1963–64	<p>Voting rights as civil rights</p> <p>Large-scale efforts in the South to register African Americans to vote are intensified. However, state officials refuse to allow African Americans to register by using voting taxes, literacy tests, and violent intimidation. Among the efforts launched is Freedom Summer, when close to a thousand civil rights workers of all races and backgrounds converge on the South to support voting rights.</p>
1964	<p>No special tax to vote</p> <p>Twenty-Fourth Amendment passes, guaranteeing that the right to vote in federal elections will not be denied for failure to pay any tax.</p>
1965	<p>Grassroots movement forces change in law</p> <p>Voting Rights Act passes, forbidding states from imposing discriminatory restrictions on who can vote, and providing mechanisms for the federal government to enforce its provisions. The legislation passes largely under pressure from protests and marches earlier that year challenging Alabama officials who injured and killed people during African American voter registration efforts.</p>
1966	<p>After legal change, struggle continues for social change</p> <p>Civil rights activist James Meredith is shot during a solo “walk against fear” voter registration march between Tennessee and Mississippi. A photographer, awaiting Meredith's arrival in Hernando, Mississippi, photographs the incident. The next day, nearly 4,000 African Americans register to vote. Other civil rights leaders, such as Martin Luther King Jr. and Stokely Carmichael, continue the “Meredith March” while Meredith heals.</p>

1971	Voting age lowered to 18 Twenty-Sixth Amendment passes, granting voting rights to 18 year olds. The amendment is largely a result of Vietnam War protests demanding a lowering of the voting age on the premise that people who are old enough to fight are old enough to vote.
1975	Voting materials in various languages Amendments to the Voting Rights Act require that certain voting materials be printed in languages besides English so that people who do not read English can participate in the voting process.
1993	Making voter registration easier National Voter Registration Act passes. It is intended to increase the number of eligible citizens who register to vote by making registration available at the Department of Motor Vehicles and at public assistance and disability services agencies.
2000	Residents of U.S. territories are citizens but cannot vote A month prior to the presidential election, a federal court decides that Puerto Ricans living in Puerto Rico, though U.S. citizens, cannot vote for U.S. president. Residents of U.S. territories, including Puerto Rico, Guam, American Samoa, and the U.S. Virgin Islands—nearly 4.1 million people total—cannot vote in presidential elections and do not have voting representation in the U.S. Congress.
2002	Trying to solve election inconsistency with more federal voting standards Help America Vote Act passes in response to disputed 2000 presidential election. Massive voting reform effort requires states to comply with a federal mandate for provisional ballots, disability access, centralized and computerized voting lists, electronic voting, and a requirement that first-time voters present identification before voting.
1997–present	Some states restore voting rights for former felons Starting in 1997, as a result of activism and reform efforts, 19 states amend their laws to expand voter eligibility to include former felons. Prior to this, nearly 4 million U.S. citizens could not vote because of past felony convictions. In some states, former felons are forever prohibited from voting. In California, felons are prohibited from voting while they are in prison or on parole. The changes to voter eligibility laws have allowed almost 1 million former felons to regain their right to vote.



Suffragists Rose Sanderson and Elizabeth Freeman, February 27, 1913.



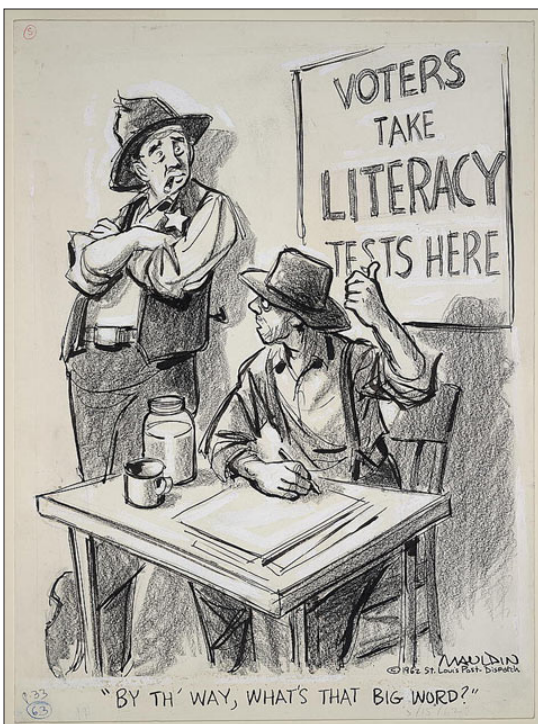
Elizabeth Cady Stanton, seated, and Susan Brownwell Anthony.
Photo taken between 1895 and 1902.



Civil rights march on Washington, D.C.,
August 28, 1963.



Civil rights leaders marching from the Washington Monument to the Lincoln Memorial, August, 28, 1963.



"By th' way, what's that big word?", May 15, 1962.
Copyright 1962 by Bill Mauldin.



Voting stand, ballot, and ballot box from Palm Beach County, Florida, from the disputed 2000 U.S. Presidential election.

Handout 29: People and Careers Profile: Social Justice Advocate



Quick Profile

Name: Saul Sarabia

Profession: Administrative Director, Critical Race Studies Program

Location: University of California, Los Angeles (UCLA)

Education: B.A. UCLA, J.D. UCLA Law

Former jobs: Law lecturer, community organizing program director, trainer and advocacy program developer, case advocate

Brief Bio

Saul Sarabia is the fifth child of parents who emigrated from Mexico. He grew up in Los Angeles, CA. Sarabia's parents taught him the value of discipline and that "other people had to work very hard" so he could eat. Sarabia remembers that after school he fed the chickens and watered the sugar cane his parents planted. He attributes his education and career to these experiences and to social programs that community advocates fought for, such as the federal free lunch program, food stamps, government college grants, and affirmative action programs at his university.

While attending UCLA, an honors course on urban poverty inspired Sarabia to dedicate his life to changing laws and policies that produce inequality. After attending UCLA Law, he began his career in social justice advocacy, documenting human rights abuses in Costa Rica and organizing poor people in South Central L.A. At UCLA's Center for the Study of Urban Poverty, Sarabia partnered students with organizations fighting poverty and discrimination across borders. He says, "Our goal was to strengthen social justice advocacy by connecting social justice causes across topics, countries, and personal biases."

Job Description

At the Critical Race Studies Program, Sarabia trains law students in racial justice scholarship and legal practice. He teaches courses, counsels students, trains community groups in advocacy strategies, conducts legal research, and organizes public events. "[I can] see firsthand how experiential knowledge and academics can equip students to effectively carry out social change work," he says. Sarabia works with law students and civil rights groups to fight against discrimination and for social change. He established a re-entry legal project to address employment discrimination against people with prior felony convictions.

Personal Facts

Sarabia believes that personally overcoming barriers and social stigma—including racism, class bias, and homophobia—strengthened his commitment to his education and social justice advocacy. Sarabia describes himself as living in two worlds—one in L.A., speaking English, and the other in Mexico, speaking Spanish. He remembers, "My childhood home was filled with dead scorpions—encased in ash trays, picture frames, and key chains inscribed with the words '*Recuerdo (or memory) de Durango.*' From relatives who visited us and from my parents' stories about my ancestors in Mexico, I learned I was connected to this faraway land of the scorpions." Sarabia enjoys hiking, dancing to *musica norteña*, and listening to oldies with his friends and family—especially his nephews and nieces.

People and Careers Reflection Questions

1. What preparation (school, work, and personal) did this person have for this career?
2. Do you think you would enjoy having this career? Why or why not?
3. What connections do you see between the content and skills that you are learning now and the work this person does? Explain.
4. What questions do you have, or what more do you want to know about this career?

Handout 30: Students Making a Difference

Read about an organization that has developed models for how high school students can make changes to a school rule or policy. Visit that organization's Web site and find out the answers to the following questions. Be ready to discuss these questions in class.

1. What is the name of the organization or group?
2. What kinds of changes were (or are) the students trying to make? What prompted these students to take action?
3. What is the group's goal—changing, maintaining or enforcing a rule?
4. What methods have these students used to change or maintain an existing rule or policy?
5. What did you learn from this organization or group that might inform how you approach your letter?
6. Is the group aiming to promote justice? If so, for whom?

Handout 31: Debriefing Interviews

In your group, discuss the interviews you conducted with students and teachers, answering the questions below. Be prepared to share some common themes that emerge in your discussion with the rest of the class.

- What changes did your interviewees identify as needing to be made? Why? Do you agree?
- Did students or teachers identify any policies as worthy of support? In what ways do those policies empower students or maintain order in your school?
- Is the rule or policy you would like to write about the same as or different from the ones identified by your interviewees?
- If you are proposing a change in a school rule or policy, where would the change need to occur—in the rule itself, in the enforcement of the rule, or in how the rule is interpreted? Is there any overlap?

Handout 32: Persuasion Map

A Persuasion Map is a graphic organizer that is used to help develop a position and supporting arguments. Use this template to write your ideas for your letter.

Map Title: _____

Position or Goal:

Handout 33:

Unit 1 Persuasive Arguments

Ineffective Arguments

Ad hominem ("against the person") arguments

Attack the individual rather than the opposing argument or evidence.

Examples:

"People who support the use of school uniforms are opposed to creativity and original thinking."

"People who oppose the use of school uniforms are afraid of discipline and order."

Conclusory statements

Restate the conclusion or position without supporting evidence.

Examples:

"School uniforms should be required because it's stupid not to require them."

"School uniforms should not be required because it should not be mandatory to wear uniforms."

Effective Arguments

May make an emotional appeal

Example:

"School uniforms protect students who can't afford the right kind of clothes from being picked on and bullied."

May build a sense of urgency or importance for your cause

Example:

"Every day without school uniforms is another day that our kids are exposed to violence and theft."

May use examples from experts who agree with your position

Example:

"Leading researcher David L. Brunsma conducted research on the effects of school uniforms on school environments and found that school uniforms have no direct effect on substance use or behavioral problems."

Are supported with different kinds of evidence

- Expert opinions
- Statistics
- Examples
- Personal/anecdotal experiences
- Analogies

Handout 34: Credibility of Web Sites

When you are doing Internet research, you can find an almost overwhelming amount of information! To help sort through it all, you'll have to ask yourself, "Is this information likely to be reliable? Can I trust this source?" A good starting point is to figure out who posted the information and why.

AUTHOR:

Remember that there are no rules about who can create or post content on the Internet. Your first job is to figure out who wrote the information you have found and to decide if that person or institution is reliable.

Who created this Web site? What kind of Web site is this? Can you tell from the URL if it is a government agency, university, organization, or business site or a personal one?

Who is the author of the piece of information I am considering? Is the author's name provided? If not, is the information written by a staff person or representative of the government agency, university, organization, or business running the site?

Is this person an expert? If a particular author is listed, what is that person's job title? Can you find a link to biographical information that might tell you about the person's education or experience? If the information is written by an unnamed staff person, is the government agency, university, organization, or business the person represents credible?

PURPOSE:

Think of all the reasons that people put content on the Internet: to share information, to entertain, to persuade, to voice an opinion, or to get you to buy something. Figuring out the purpose of a Web site can help you decide if you should trust the source.

What is the purpose of this Web site? Is there an "About" or "About Us" section that explains the purpose of the organization, business, or agency? If you cannot find this section, can you tell the purpose of the site from its content? What point of view does it represent?

Who is the intended audience? Is this Web site designed to inform the public? Other people who share the same viewpoint? Experts in the field?

Are there any reasons the author might be biased? Do you see any evidence of potential bias?

Is the information fact or opinion? Is the style or tone overly emotional? Does the author make claims that seem unrealistic? Does the Web site include primary or secondary sources?* Does the author clearly document the sources that he or she has used with footnotes, a bibliography, or a list of references?

When was the article written? Is the information recent? Is it outdated?

BEWARE:

Sites that have *no date*, *no author* listed, *no contact information*, or *misspellings* are often not reliable sources of information. Use your judgment. If a Web site does not look credible, it probably isn't!

* *Primary sources*: Original artifacts from the past, such as letters, diaries, newspapers, magazines, photographs, films, music, and paintings

Secondary sources: Descriptions of historical times, places, or events written at a later point in time

Tertiary sources: Books, articles, or Web sites that are produced using secondary sources; these sources often summarize information for easier reading and offer simple or general information rather than in-depth information

Handout 35: Research Record

Record each of your research sources here and indicate what kind of evidence you found.

Resource	Primary/Secondary/Tertiary*	Type of Source	Published By?	Published When?
Evidence				
Type of Evidence (expert opinion, statistics, example, personal experience, analogy)				
Credible? Why or Why Not?				
Resource	Primary/Secondary/Tertiary*	Type of Source	Published By?	Published When?
Evidence				
Type of Evidence (expert opinion, statistics, example, personal experience, analogy)				
Credible? Why or Why Not?				

Handout 36: Sample Letter

Ms. Julia Perez
Superintendent
Rightsville School District
55 Empowerment Lane
Columbia, CA 99999

September 10, 2011

Dear Ms. Perez,

My name is Jules Patt. I am writing this letter to you to ask that you consider overturning the school uniform requirement in our district. As the person who has the most influence over the school board's power to set the rules about school uniforms, I think you will have the most power to make this change.

The first reason I have for asking you to make this change is that school uniforms do not promote student equality, which is one of the reasons the school board voted to make a uniform requirement. The same clothes don't look good on everyone. Even though students all have to wear the same thing, students look different from each other when they wear those uniforms, and kids make fun of other students when the uniform isn't flattering. Interviews with students at my school indicated that most students believe others will always find something to make fun of, and making kids wear uniforms is a shallow response to a deeper problem.

The second reason I am asking you to make this change is that the uniforms do not reduce violence or discipline problems. When I interviewed Mr. Young, the assistant principal at our high school, he told me that the number of disciplinary infractions has stayed the same at our high school since the uniform requirement was put in place three years ago. I also found out that researchers at the University of Notre Dame conducted a study of 10th graders in 1998 on the effects of school uniforms on substance abuse, discipline problems, and attendance, and found that there was no direct effect.¹

Finally, I am asking you to change this rule because it is disempowering for students to have adults decide what they should wear. One of the goals high schools should have is to prepare students to be active participants in our community and to be ready for real-world responsibilities. This includes responsibly exercising our basic rights, such as the freedom of speech protected by the First Amendment to the Constitution. As the U.S. Supreme Court declared in its landmark 1969 decision *Tinker v. Des Moines Independent School District*, students do not "shed their constitutional rights to freedom of speech or expression at the schoolhouse gate." The Court held that schools cannot limit student expression inside school unless the student causes a "material and substantial disruption." Taking away our power to decide what to wear and how to express ourselves sends us the message that we can't be trusted to make basic decisions. I think overturning this rule would send a message to students that you think we are capable of acting responsibly no matter what we are wearing.

Thank you for considering my request.

Sincerely,



Jules Patt
Ninth Grade
Foundations in Law and Justice
Equity High School
424 Development Way
Columbia, CA 99999

¹ Brunsmas, D. L., & Rockquemore, K. A. (September–October, 1998). The Effect of Student Uniforms on Attendance, Behavior Problems, Substance Use, and Academic Achievement. *The Journal of Educational Research*, 92(1), 53–62. Cited in Kelly, M., Supreme Court Rulings and Effectiveness. (n.d.). *About.com: Secondary Education*.

1. To whom is the letter addressed? What is this person's job title?

1. To whom is the letter addressed? What is this person's job title?
2. What is the purpose of the letter?
3. Underline the three main arguments this writer is making.
4. Circle the evidence that supports these arguments. What kind of evidence does this writer use?
5. Would the change the writer requests promote a more equal balance of power in the school community? Why or why not?

Handout 37: Teamwork Self-Assessment

Use this assessment to help you assess and improve your teamwork skills. Read the skill descriptions and assess your current level according to the rating scale. Think about how you can improve, and answer the questions.

Rating Scale

- 4 Excellent**—I understand and use this skill well enough that I could teach or explain it to someone else.
- 3 Competent**—I use this skill successfully whenever it is needed in my work.
- 2 Developing**—I am gaining competence in using this skill, although I am not always sure I have used it successfully.
- 1 Learning**—I am learning this skill, and I require help to use it successfully.

Criteria	Rating
My Individual Teamwork Skills: As a team member, I . . .	
a. Listen to my teammates' ideas	
b. Ask questions of my teammates, in order to help them clarify their ideas	
c. Actively participate in team discussions	
d. Contribute my own ideas, and piggy-back or build on my teammates' ideas	
e. Help my team evaluate information, and propose creative solutions	
f. Respect my teammates and their opinions	
g. Compromise, when necessary, in order to resolve conflicts	
h. Offer help and assistance to other team members	
i. Do my share of the work	

Our Team's Teamwork Skills: As a team, we . . .

a. Understood our team's goal

b. Identified the tasks we needed to accomplish

c. Assigned tasks to different team members

d. Were clear about what each individual's role and tasks were

e. Communicated clearly, listened to one another, and resolved disagreements in a nonconfrontational manner

f. Planned, scheduled, and set deadlines for completing our tasks

g. Met our deadlines

1. Which of the skills listed above is your strongest skill?

2. Which of these skills do you need to work on?

3. How might you work on these skills in the future? Describe one or two ways:

Handout 38: Research Self-Assessment

Use this assessment to help you assess and improve your research skills. Read the skill descriptions and assess your current level according to the rating scale. Think about how you can improve, and answer the questions.

Rating Scale

- 4 Excellent**—I understand and use this skill well enough that I could teach or explain it to someone else.
- 3 Competent**—I use this skill successfully whenever it is needed in my work.
- 2 Developing**—I am gaining competence in using this skill, although I am not always sure I have used it successfully.
- 1 Learning**—I am learning this skill, and I require help to use it successfully.

Criteria	Rating
When I conduct research, I . . .	
a. Formulate a clear research question	
b. Find and select relevant information	
c. Analyze the credibility and reliability of my sources	
d. Synthesize different types of information (text, visual, audio)	
e. Document my research accurately, according to required guidelines, and cite my sources	
f. Use a variety of sources to find relevant information, such as newspapers, journals, Web sites, and textbooks	
g. Recognize the difference between primary and secondary sources	
h. Conduct research on the Web and in databases effectively, using key search words and terms	
i. Consider multiple viewpoints and search for resources that reflect different perspectives	
j. Interpret visual forms of information, such as media, political cartoons, and graphs	
k. Distinguish between fact, opinion, and propaganda; detect an author's bias or censorship; and identify different interpretations	
l. Understand the ethical dissemination of ideas in research	

Handout 39: Unit Exam

1. Laws are created to protect the rights of individuals and to address the needs of a society. Give an example of when these two goals might be in conflict with each other, and explain why.
2. Explain the power that each branch of the federal government has to preserve the rule of law.
3. Compare and contrast the *balance of power* in your school and in the federal government.

7. Think about a specific school rule. Describe how this rule might demonstrate a norm or value that is important to the school community.

8. List three types of evidence that may be used to support a persuasive argument.